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ABSTRACT

This handbook is intended to instruct school personnel in the use of the Vocational Education Evaluation and Assessment Process (VEEAP) with secondary special needs and handicapped students who are being considered for placement in vocational programs. (Designed to ensure that each special needs student receives a comprehensive vocational evaluation, the VEEAP model provides for an individualized evaluation and assessment process by an evaluation team made up of special education staff from the local school district or intermediate unit, special education coordinators from the vocational-technical programs, and counselors from the local Office of Vocational Rehabilitation.) Covered in the individual sections of the handbook are the following topics: the relationship between the VEEAP and the Individualized Education Program (IEP), the VEEAP team, the VEEAP model, the preparation and assessment phases of the process, placement decisions, program planning, and program implementation. The two appendixes to the guide contain a stock clerk and materials handling work exploratory report form, an exploratory test, and a chart comparing commercial evaluation systems. Also included in the guide is a removable set of suggested forms that can be used for duplication. (MN)

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VEEAP

VOCATIONAL EDUCATION EVALUATION AND ASSESSMENT PROCESS
FOR SPECIAL NEEDS/HANDICAPPED STUDENTS

ED228404

VEEAP PROCEDURES AND TRAINING HANDBOOK

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF PUBLIC WELFARE

DEPARTMENT OF EDUCATION

1983

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DIVISION OF RESEARCH AND EVALUATION

PENNSYLVANIA DEPARTMENT OF EDUCATION

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PURSUANT TO A CONTRACT WITH:

DEVELOPMENTAL DISABILITIES PLANNING COUNCIL

PENNSYLVANIA DEPARTMENT OF PUBLIC WELFARE

FEBRUARY 1983

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FOREWORD

The Vocational Education Evaluation and Assessment Process (VEEAP) Project was funded by the Pennsylvania Developmental Disabilities Council, Pennsylvania Department of Public Welfare. Interest in the VEEAP Project was based on the Council's 1981 State Plan Objective 1.2.:

> "To begin to develop, implement and evaluate a model for use in conducting comprehensive vocational evaluation of the handicapped special education students in order to facilitate placement into an appropriate vocational education program."

Funds for this project were awarded to the Division of Research and Evaluation of the Pennsylvania Department of Education. It has the commitment and support of the Bureaus of Vocational Education and Special Education of the Department of Education, and the Office of Vocational Rehabilitation of the Department of Labor and Industry.

The project consultant for the development of the VEEAP model and this handbook was the vocational staff of Southeast Pennsylvania Rehabilitation Center, a program of Elwyn Institutes, Elwyn, Pennsylvania.

Since distribution of this handbook was limited to 500 copies to secondary programs located throughout the state, duplication (of any part or the complete manual) is encouraged by any school needing additional booklets.

PROJECT BACKGROUND

In the initial phase of the Vocational Education Evaluation and Assessment Process (VEEAP) Project, staff from the Division of Research and Evaluation, Pennsylvania Department of Education, explored the procedures that are currently used to determine the placement of special needs/handicapped students in vocational-technical programs within the Commonwealth of Pennsylvania. As a result of this research, the following needs were identified:

- to produce a clearly defined vocational evaluation procedure for use in placing special needs/handicapped students in appropriate vocational education programs
- to develop and implement a valid vocational assessment process for special needs/handicapped students
- to provide local education agencies and vocational-technical schools with an evaluation procedure that can be used within local resource constraints
- to provide a vocational evaluation process that is meaningful to the student, the LEA staff who have prepared the student, and the vocational education staff who accept the responsibility of preparing the student for employment
- to develop and provide a vocational evaluation process that is structured to generate useful information for student placement and instructional planning and yet be adaptable for local needs

With these expressed needs in mind, the VEEAP Project Staff developed a comprehensive model which focuses on a decision-making process for determining appropriate placement of special needs/handicapped students in vocational programs. This process is divided into five phases and can be integrated into already established placement practices within a school setting to supplement assessment and placement procedures. Some school districts already follow placement procedures similar to those outlined in VEEAP, and these schools may find the VEEAP forms, step-by-step progression, assessment process, or student profile satisfies a particular need within their own placement system.

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VEEAP FIELD-TEST SITES

FALL 1982

October 7,8	Cumberland Perry AVTS
	Capital Area I.U. 15
October 13,14	Eastern Northampton AVTS
	Colonial Northampton I.U. 20
October 21,22	Lehigh County AVTS
	Carbon Lehigh I.U. 21

FIELD-SITE TRAINING AGENDA

FALL 1982

PRESENTORS: Michael Walling
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DAY ONE

8:30 - 9:30	Introduction • History of project • Project goals • Project components - Handbook
9:30 - 11:30	• Overview of VEEAP Model
11:30 - 12:00	• Role of VEEAP Team
1:00 - 2:00	• Review of the current evaluation and placement procedures used by the field-site
2:00 - 3:30	• Case study
3:30 - 4:00	• Summary statement

DAY TWO

8:30 - 9:15	• VEEAP Review
9:15 - 12:00	• Process a special needs student from referral to assessment/ develop partial VEEAP Profile
1:00 - 3:00	Implementation • Hints/pitfalls • Follow-up • Submission of forms (December 15)
3:00 - 3:30	• Wrap up • Evaluation

INTRODUCTION

The purpose of this handbook is to instruct school personnel in the use of the Vocational Education Evaluation and Assessment Process (VEEAP) with secondary level special needs/handicapped students who are being considered for placement in vocational programs. The concepts and resources presented here are designed to help school staff improve the evaluation, documentation, and placement procedures, which in this process become the responsibility of a designated VEEAP Team.

VEEAP

- OFFERS A VOCATIONAL EVALUATION PROCEDURE FOR SPECIAL NEEDS STUDENTS
- INTERFACES WITH THE IEP AND COMPLIES WITH P.L. 94-142
- ESTABLISHES FORMAL COMMUNICATION LINES AMONG PARTICIPATING SCHOOL PROGRAMS
- INVOLVES THE LOCAL OFFICE FOR VOCATIONAL REHABILITATION (OVR)
- PROVIDES STEP-BY-STEP DOCUMENTATION
- RESULTS IN A STUDENT PROFILE COMPARING DEMONSTRATED SKILLS WITH VOCATIONAL TRAINING PREREQUISITES
- PRODUCES DOCUMENTATION WHICH WILL ASSIST IN INSTRUCTIONAL PLANNING

This handbook will lead you through the VEEAP procedures, beginning with student referral and continuing step-by-step through the assessment and placement process. After reviewing this manual, a school district will be able to select a VEEAP Team which will then assume responsibility for evaluation and placement of special needs students into vocational programs. Again, it should be stressed here that the VEEAP model can be modified by each school district to meet its individual needs and integrated into the already existing placement procedures.

Each section of the manual contains a detailed description of the process and suggested procedures for the VEEAP Model. An Activities Checklist has been designed and included within each section for the user's convenience in tracking the process. All forms needed to complete the process are attached at the end of each section and

have been copied on pink paper for easy identification.

Another important factor to discuss here is the overlap and relationship of VEEAP and the Individualized Education Program (IEP) since all identified special needs/handicapped students are protected by strict legal procedures under Public Law 94-142. This law mandates that all identified students have a free, appropriate public education that includes special education and related services to meet their unique needs as agreed by a parent, school district and/or intermediate unit.*

The VEEAP Model assumed the integration of IEP procedures in all phases, so that if deemed appropriate, a student identified as handicapped could be mainstreamed in a vocational program with a "vocational related" IEP. This manual is written to reflect a continued involvement of the IEP Team. The advantages to the continuation of the IEP are 1) identification of student needs, 2) support services from the special education program, and 3) multidisciplinary team involvement in the development of long-term and short-term objectives.

However, if a school district decides not to retain an IEP for a student in the vocational setting, the VEEAP Model can still be utilized effectively. The VEEAP Team (with involvement from all disciplines) develops an instruction plan for both long and short-term goals and also monitors students following placement. The VEEAP Team would facilitate communication between the vocational program, the sending school and the parents, thus assuming all responsibility for the success of the VEEAP Model.

In the next section we will examine the individual components of the VEEAP Model beginning with an introduction to the VEEAP Team.

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* For more information, see Individualized Educational Program Plans in Pennsylvania, Second Edition, PA Department of Education (Bureau of Special Education) and National Learning Resource Center of PA, March 1980.

ROLE AND SELECTION OF THE VEEAP TEAM

VEEAP consists of a wide range of activities, decision points, and communication linkages among its participants in order to meet the overall goal of ensuring each special needs/handicapped student a comprehensive vocational evaluation. The VEEAP Team combines the resources of the local education agency, the intermediate unit (I.U.)/special education unit, vocational-technical programs, local Office of Vocational Rehabilitation, and requires commitment and leadership from key school district supervisors and administrators. Coordination among VEEAP team members serves to maximize the opportunity for successful placement. VEEAP also identifies support services and provides information for instructional planning needed by the vocational instructor.

The composition of the VEEAP Team is expected to vary somewhat within each school district dependent upon personnel patterns: in some systems professionals may carry out dual roles within the process. The team is conceptualized as a structured unit, but has the flexibility to draw in additional team members with special expertise at different points throughout the process.

The VEEAP Team should consist of a minimum of 3 core team members, but it could involve as many as 7 professionals at different times during the process. Core VEEAP Team members will be selected from:

- special education staff from the local school district or intermediate unit
- special education coordinator from the vocational program
- counselors from the local Office of Vocational Rehabilitation

One of the core team members will be designated as the VEEAP Team Coordinator and assume the responsibility for moving students through the process. Other possible team members include:

- Local Education Agency Classroom Teacher
- Intermediate Unit Vocational Evaluator
- School Guidance Counselor(s)
- Psychologist from the IEP Team
- Vocational Program Resource Specialist
- Vocational Instructor(s)
- School District Administrator(s)

Again, it should be stressed that VEEAP Team members should be used at certain points in the process according to their expertise. This system allows the team to function effectively within a limited time frame.

Special mention needs to be given to the role of a representative from the Office of Vocational Rehabilitation (OVR) as a VEEAP Team member. The OVR counselor should be given the opportunity at the earliest point in the referral process to begin consideration of the student's eligibility for OVR services. In addition to this formal role with a student, this counselor also contributes knowledge of community resources, which will assist in the long-range planning for vocational placement once training has been completed.

Since the OVR counselors are not members of school staff, permission for their involvement must be given by the parents/guardians. Permission can be obtained at the same time that the IEP Team obtains approval for testing during the Preparation Phase (See Preparation Phase for further details).

HOW TO SELECT A VEEAP TEAM

In order to aid schools in the selection of the first VEEAP Team, a Personnel Utilization Chart (see Figure I), which focuses on key team responsibilities, has been included in this section. It is activity oriented, a comparison of VEEAP tasks with tasks already performed by staff in regular school procedures.

Activities listed in the left-hand column of Figure I represent the sequerce

of primary functions performed by the various VEEAP Team members. In Column 2, write the school activities already in place which are similar to each of the VEEAP activities listed in Column 1. Under the appropriate educational unit, list staff position/name(s) of staff who now perform activities listed in Column 2. By examining this chart, you can select those staff with the qualifications and experience to make them capable VEEAP Team members.

Final selection of the VEEAP Team will also need to be based on staff availability, work load distribution, and scheduling, since the process requires attendance at a number of team meetings.

INSTRUCTIONS FOR COMPLETING PERSONNEL UTILIZATION CHART

1. Review VEEAP Team Activities in Column 1 of the chart.
2. Write in school activities now performed which are similar to VEEAP Team Activities in Column 2.
3. Opposite Staff Position at the top of the chart, identify positions which now fulfill these school activities.
4. Under staff positions, name those individuals who assume those responsibilities.
5. Compare positions, activities and individual staff who currently perform similar activities, and select VEEAP Team members.

FIGURE I

VEEAP

PERSONNEL UTILIZATION CHART

Column 1	Column 2	Local School District	Special Education/ Intermediate Unit	Vocational Program
VEEAP ACTIVITIES	SIMILAR SCHOOL ACTIVITIES			
1. Review Vocational Program				
2. Initiate Referral				
3. Screen Referral				
4. Assure Communication				
5. Communicate With Parents				
6. Recommend Specific Vocational Assessment				
7. Perform Vocational Assessment				
8. Develop New IEP				
9. Recommend Environmental Equipment Modifications				
10. Implement Instructional Plan				
11. Provide Support Services				
12. Monitor Program Implementation				

VEEAP MODEL

OVERVIEW

The Vocational Education Evaluation and Assessment Process (VEEAP) is designed to respond to needs identified during the research phase of this project. It encompasses five (5) major components, which are structured to generate the necessary information needed to determine the appropriate placement of special needs/handicapped students into vocational programs. The components are:

• Preparation	Referral to VEEAP Team, student information collected. IEP Team recommends assessment through the VEEAP process.
• Assessment	VEEAP profile is initiated, formal assessment conducted if indicated. VEEAP profile completed.
• Placement Decision	Vocational placement recommendation from VEEAP Team to IEP Team for approval.
• Program Planning	Vocational plan developed by VEEAP Team for vocational instructor, curriculum and facility adjustment recommended.
• Implementation	Student begins vocational program, six week review of progress.

In Figure II, the phases are described according to staff responsibilities, procedures, and outcomes. The chart demonstrates how VEEAP generates ideas and information from a number of educational and support professionals, and raises critical questions regarding the appropriateness of vocational placement for each student.

The hierarchical structure also provides for postponement of a student's candidacy, should disabilities and/or deficiencies in prerequisite skills indicate that the student is not ready for placement. If termination from the process occurs, the assessment materials and VEEAP Team recommendations will provide the assigned classroom teacher with information to modify goals on the student's IEP, and to set

FIGURE II

VEEAP MODEL

PHASE	IMPLEMENTOR	PROCESS	OUTCOMES
Preparation	LEA Team	Student in LEA Program	IEP revision as indicated
	LEA Team	LEA teacher initiates LEA referral, review EDAT LEA Meeting	LEA staffing/multidisciplinary team meets
	IEP Team	IEP Re-evaluation	Approves referral, forwards information to VEEAP Team
Assessment	VEEAP Team	VEEAP Team assessment	Initiate VEEAP Profile
	Vocational Evaluator	Vocational assessment	Identification of strengths and weaknesses
	VEEAP Team	VEEAP summary	VEEAP Profile completed
Placement Decision	IEP Team	Team reviews recommendations and notifies parents.	Approves or rejects vocational placement recommendation
Program Planning	VEEAP Team	Development of vocational placement plan	VEEAP Team prepares profile for vocational instructor
	VEEAP Team/Vocational school personnel	Curriculum and faculty adjustments	Support services/modifications
Implementation	Vocational school personnel	Student starts program	IEP implementor reviews placement
	VEEAP Team Coordinator	Review of placement	Complete Six-Week Review
	Vocational School personnel	Placement appropriate	Implementation continues
	IEP Team	Yearly review	IEP Team

new goals to correct these deficiencies. The process permits a teacher to refer the student through the VEEAP procedures at a later date when these skills have been achieved.

Another important factor to consider is that vocational training and the preparation for independent functioning in the community for the special needs/handicapped student are not static entities. The pace at which individual students can acquire vocational skills and concepts will vary greatly. By accepting this premise of individual pace, the school utilizing VEEAP must recognize the limitations of assessment. This process will provide current information on a student's performance and skills, but it cannot measure the potential for achievement that an individual may possess, given appropriate training and experience. The final determination of an appropriate vocational placement must be based upon collective information, which includes evidence that the individual possesses the prerequisites for participation in the recommended program.

VEEAP includes a wide range of activities, decision points, and communication linkages among its participants in order to meet the overall goal of ensuring each special needs/handicapped student a comprehensive vocational evaluation. VEEAP begins with a referral from a source (such as a teacher, the IEP Team, counselor, parent, or student) who identifies students ready for vocational assessment and possessing vocational potential. Usually, the referral source is a classroom teacher. The teacher's direct knowledge of the student's special education needs provides a foundation for the VEEAP referral. When the referring professional completes the initial referral steps, he/she may continue to participate in the VEEAP process as a member of the IEP or VEEAP Team.

ROLE OF IEP TEAM

Since the entire VEEAP Model revolves around assessment, evaluation, and placement of identified special needs/handicapped students in vocational training

programs, the IEP Team plays an important role throughout the remaining phases of VEEAP. The VEEAP Model assumes a continued IEP with "vocational related" goals supporting vocational placement. The IEP Team reviews the VEEAP referral information and notifies the parents/guardians to obtain permission for testing and OVR involvement. These procedures for the IEP Re-evaluation Team meetings in review of a student's placement are strictly defined by P.L. 94-142.

After completion of the evaluation and assessment process of VEEAP, the IEP Team has the responsibility for the development of a new IEP. Also, as determined by the regulations under P.L. 94-142, the IEP Team is responsible for monitoring progress and suggesting program modifications as needed.

LOOKING AHEAD

In the subsequent sections, each phase of VEEAP will be described in detail, along with instructions for completing VEEAP Forms and tracking each student's progress with the Activities Checklist. We are now ready to examine the steps involved in the first phase of VEEAP - Preparation.

PREPARATION PHASE

OVERVIEW

The Preparation Phase begins the process by identifying students who may be appropriate candidates for vocational education placement. The referral source may vary and be dependent upon the staffing structure of the local school district, and/or the intermediate unit, special education delivery system. The following list describes the various referral sources.

CURRENT PLACEMENT	REFERRAL SOURCE
• Student in contained education class.	Special Education Teacher
• Student partially integrated into regular class(es)	Special Education Teacher(s), or Resource Room Teacher, Guidance Counselor, consultation with regular education staff
• Student in regular class with itinerant support.	Guidance Counselor, Resource Room Teacher or Itinerant Teacher, consultation with regular education staff
• Self-referral or family	Parent/Guardian, student

INITIATION OF THE REFERRAL PROCESS

The referral source (unless parent/guardian or student) needs to obtain current information relevant to the following categories of skills, behaviors and background information which will support the student's candidacy for vocational placement.

CATEGORY	INFORMATION REQUIRED
• Language Skills	Description of the ability to listen, comprehend and express oneself using written and spoken forms of language.
• Quantitative/Numerical Skills	Description of the ability to count, record, perform basic arithmetic processes, measure and use or manipulate numerical information.
• Psychomotor/Physical Skills	Description of the ability to perform physical movements in a coordinated manner at gross and fine motor levels.

• Learning Modes	Description of the ability to follow instructions, sequence and retain information organize actions and make decisions.
• Attendance	Description of the demonstrated behavior regarding attendance and punctuality.
• Safety	Description of behavior related to safety procedures.
• Task Orientation	Description of the demonstrated behavior related to completing assigned tasks.
• Classroom Participation	Description of the demonstrated behavior related to supervision required, and level of participation in a classroom setting.
• Social Skills	Description of the typical interaction with peers and staff, and the pattern of actions independently displayed in routine classroom or social activities.
• Current Services Provided	Description or listing of services that are provided and required to support the current educational placement.
• Pre-Vocational and Previous Vocational Experiences	Description or listing of all vocational experiences the student has participated in including employment, volunteer activities, work experience settings, routine chores performed and hobbies.
• Occupational Areas	Description or listing of occupational areas of current interest to the student or expressed by the student.

The ability of the referral source to concisely describe the learning and behavioral strengths and deficits is highly significant in this initial phase of the process. The primary sources from which this information should be derived are:

-- Current IEP
-- Observation in the school setting
-- Primary and related service reports
-- Diagnostic-precriptive assessments
-- Psychological reports and data
-- Student interviews
-- School achievement records/cumulative records/anecdotal records
-- School attendance records
-- Parent/Guardian communications
-- Employer communications
-- Social service agency communications
-- Extra-curricular activities
-- Hobbies

Information obtained from these sources should be carefully reviewed to determine that it is accurate and current before using it as documentary evidence in completing the "VEEAP Student Referral" form (See Form F-1 at the end of this section).

Following the completion of the Student Referral Form by the referral source, this form and copies of the current IEP, psychological report, therapy reports and other documentation are collected in a student file called the VEEAP Portfolio, which is forwarded to the IEP Team Coordinator. As the student reerral moves through the process, this portfolio, which contains all documentation on the student, is retained and updated by the VEEAP Team Coordinator until the VEEAP Team makes a placement decision. Attached to the outside of the student file is the Activities Checklist shown in Figure III. This checklist permits easy tracking of each of the 12 steps and records completion dates. By checking off steps in Line 6 at the top of the checklist as they are completed, the VEEAP Team Coordinator can easily monitor a student's progress.

Below, Step 1 from the Activities Checklist is shown in order to track the tasks necessary to complete a student referral form within the Preparation Phase. The other 11 steps of VEEAP as listed on the Activities Checklist are included in the subsequent sections of the manual as well as in Figure III.

****

STEP 1: (by Referral Source)

___ VEEAP Student Referral completed
Date completed _____
Reports included:
_ IEP
_ Psychological Report
_ Current School Records
_ Current Therapy Reports

****

FIGURE III

VEEAP PORTFOLIO

Attach this activities checklist to each student's information file as a tracking mechanism for the completion of each step.

1. Student Name: _____

2. I.D.#: _____ 3. Current School: _____

4. Date Initiated: _____ 5. Date Completed: _____

6. Summary - Cross off corresponding number as the step is completed.

1 2 3 / 4 5 6 7 / 8 9 / 10 11 / 12

ACTIVITIES CHECKLIST
PREPARATION PHASE

STEP 1: (by Referral Source)

_____ VEEAP Student Referral completed
Date completed _____
Reports included:
_____ IEP
_____ Psychological Report
_____ Current School Records
_____ Current Therapy Reports

STEP 2: (by IEP Re-evaluation Chairperson)

Date received _____
Chairperson _____
_____ Documentation complete
_____ Documentation reviewed
_____ IEP Re-evaluation Meeting held
_____ Student Referral completed
_____ Status of referral determined
_____ Approved for VEEAP evaluation
_____ Rejected for VEEAP evaluation
_____ Documentation submitted to special education administrator
Date submitted _____

STEP 3: (by Special Education Administrator or IEP Re-evaluation Coordinator)

Date received _____
Administrator _____
_____ Student Referral reviewed
_____ Parent/guardian notified of results
Date completed _____
_____ Parent/guardian approval received for evaluation and CVR involvement
Date received _____
(Referral rejected for VEEAP evaluation at this point.)
_____ VEEAP Team Coordinator notified
Date completed _____
_____ Submitted to VEEAP Team Coordinator
Date submitted _____

ASSESSMENT PHASE

STEP 4: (by VEEAP Team Coordinator)

Date received _____
Coordinator _____
_____ Documentation reviewed
_____ Assessment Meeting date set
Date completed _____
_____ Assessment Meeting held
Date completed _____
_____ VEEAP Review and VEEAP Profile initiated
_____ Status of referral determined
_____ Approved for vocational placement (go to Step 8)
_____ Approved for assessment (go to Step 5)

STEP 5: (by Vocational Evaluator)

Date received _____
Vocational Evaluator _____
_____ Documentation reviewed
_____ Assessment begun - Date _____
_____ Assessment completed - Date _____
_____ Assessment report completed
_____ Assessment report submitted
Date submitted _____

STEP 6: (by VEEAP Team Coordinator)

Date received _____
_____ Review Meeting set
Date scheduled _____
_____ Meeting held
Date completed _____
_____ VEEAP Review and Profile completed
_____ Status of referral determined
_____ Recommended for vocational placement
_____ Referred to current program with recommendations
_____ Submitted to special education administrator
Date submitted _____

STEP 7: (by Special Education Administrator)

Date received _____
_____ IEP Re-evaluation Team Chairperson notified
Date completed _____
_____ IEP Re-evaluation Team Meeting set
Date scheduled _____
_____ Documentation submitted to IEP Re-evalution Chairperson
Date submitted _____

PLACEMENT DECISION

STEP 8: (by IEP Re-evaluation Chairperson)

Date received _____
_____ Documentation reviewed
_____ IEP Re-evaluation Meeting held
Date completed _____
_____ Status of recommendation
_____ Agreement with VEEAP recommendation
_____ Disagreement with VEEAP recommendation
_____ Documentation submitted to special education administrator
Date submitted _____

STEP 9: (by Special Education Administrator)

Date received _____
_____ Parent/guardian notified of placement recommendation
Date completed _____
_____ Parent/guardian approval received
Date received _____
_____ VEEAP Team Coordinator notified
Date completed _____
_____ Submitted to VEEAP Team Coordinator
Date submitted _____

PROGRAM PLANNING PHASE

STEP 10: (by VEEAP Team Coordinator)

Date received _____
_____ VEEAP Team Meeting set
Date scheduled _____
_____ VEEAP Team Meeting held
Date completed _____
_____ Placement Plan developed
_____ Program area identified
_____ IEP Implementor identified
_____ Submitted to IEP Implementor
Date submitted _____

STEP 11: (by IEP Implementor)

Date received _____
Implementor _____
_____ Documentation reviewed
_____ IEP Team notified
Date completed _____
_____ Parent/guardian notified of IEP Meeting
Date completed _____
Date scheduled _____
_____ IEP Meeting held
Date completed _____
_____ Parent/guardian approval of IEP
_____ Curriculum/facility adjustments reviewed
Date completed _____

STEP 12: (by IEP Implementor)

_____ Program implemented
Date begun _____
_____ Six Week Review Summary
Date completed _____
Status of review
_____ Continue implementation
_____ Adjust and continue implementation
_____ Refer to VEEAP Team
_____ Submit summary to VEEAP Team Coordinator

IEP RE-EVALUATION TEAM MEETING

The procedures followed by the IEP Re-evaluation Team are specified by the Department of Educations's Special Education Standards and their implementation is the responsibility of the local education agency. The inclusion of this procedure in the VEEAP Model satisfies critical points, including:

- The IEP Re-evaluation determines the appropriateness of the current placement.
- The IEP Re-evaluation determines the appropriateness of the current individualized education program plan.
- The rights of the handicapped student to an appropriate education are assured through due process procedures.
- The parent/guardian is provided with appropriate notification of the intent of the referral.
- The referral can be terminated at this point if documentation of the student's current levels of performance are not sufficient for continued vocational placement consideration.

The IEP Re-evaluation Team reviews the Student Referral Form and completes the decision summary on page 2. It is the team's responsibility to notify parents/guardians of the program review and obtain permission for testing when the referral is forwarded to the VEEAP Team. At the same time that permission for testing is requested, the parents may also be asked to approve the involvement of the OVR counselor, since this member of the VEEAP Team is not part of regular school personnel. Utilizing established IEP procedures, the referral is submitted to the VEEAP Team Coordinator for processing only when proper approval is given by the parent/guardian. If that approval is denied, due process procedures must be followed to bring the situation to a satisfactory conclusion.

Paradoxically, in the IEP Meeting the conclusion must be that there is sufficient evidence that the student's current program and placement are suspected of no longer being appropriate. If the IEP Re-evaluation Team determines that there is sufficient documentation to warrant consideration for vocational placement, the

referral form and accompanying records are forwarded to the VEEAP Team Coordinator. Once materials are sent to the VEEAP Team, activities of the Preparation Phase are completed.

****

STEP 2: (By IEP Re-evaluation Chairperson)

Date received _____
Chairperson _____

____ Documentation complete
____ Documentation reviewed
____ IEP Re-evaluation Meeting held (Vocational teacher/supervisor attends)
Date completed _____
____ Student referral completed
____ Status of referral determined
__ Approved for VEEAP evaluation
__ Rejected for VEEAP evaluation (Reason:_____)
____ Documentation submitted to special education administrator
Date submitted _____

STEP 3: (By Special Education Administrator or IEP Re-evaluation Coordinator)

Date received _____
Administrator _____

____ Student referral reviewed
____ Parent/guardian notified of results/recommendations
Date completed _____
____ Parent/guardian approval received for evaluation and OVR involvement
Date received _____
(Referral rejected for VEEAP evaluation exists at this point.)
____ VEEAP Team Coordinator notified
Date completed _____
____ Submitted to VEEAP Team Coordinator
Date submitted _____

****

VEEAP STUDENT REFERRAL

Student Name: _____ Grade: _____
D.O.B. _____

Address: _____

Parent/Guardian: _____ Telephone: _____

Date of Referral : _____ Referring Person: _____

School or Unit: _____ Telephone: _____

Reviewed by: _____ Title: _____

Reason for Referral: _____

Current Special Education Services Required:

____ Less than 25% of the school week.
____ less than 50% of the school week.
____ Enrolled in special education, integrated into regular classes 25% or less of the school week.
____ Enrolled full time in special education class in a regular school.
____ Enrolled in special facility or approved private school.

Current level of Skill Achievement(Describe concisely student's level of functioning):

Language Arts Skills:
( ) Contained in IEP

Quantitative/Numerical Skills:
( ) Contained in IEP

Psychomotor/Physical Skills:
( ) Contained in IEP

Current Primary and Related Services Provided (Place an "X" in the parentheses if the service is currently provided. Circle services recommended to continue):

( ) Counseling
( ) Physical Therapy
( ) Speech and Language Therapy
( ) Occupational Therapy
( ) Other _____

( ) Adaptive Physical Education
( ) Vision Services
( ) Hearing/Audiological Services
( ) Tutoring in _____
( ) Other _____

Comments:

Current Medical Status, Physical Limitations or Special Materials or Equipment Required:

Previous Vocational Experiences (Include type and amount of work,dates, performance):

Areas of Occupational Interest Expressed by the Student:

Based on the student's performance in class, rate the following skills.

SKILL	LO 1	2	3	4	HI 5
LEARNING MODES					
Ability to follow written instructions					
Ability to follow verbal instructions					
Ability to follow demonstrated instructions					
Ability to follow diagrammatic instructions					
ATTENDANCE					
General Attendance					
Punctuality					
SAFETY					
Follows safety procedures					
Safety words/signs					
TASK ORIENTATION					
Attitude towards assignments					
Endurance					
Work Pace					
Initiative					
CLASSROOM PARTICIPATION					
Supervision required					
Mistake/error recognition					
Reaction to feedback					
SOCIAL SKILLS					
Work interaction with peers					
Social interaction with peers					
Communication with peers					
Interaction with teachers					
Personal Grooming					

TO BE COMPLETED BY THE IEP RE-EVALUATION TEAM

_____ Date of Review Should this student be referred to VEEAP Team? ( ) Y ( ) N

Summarize decision:

Participant Names: _____

_____

_____

ASSESSMENT PHASE

OVERVIEW

Until this phase of the process, the student's referral has been contained within the procedural structure of the local school or the intermediate unit. Decision making has been the responsibility of the special education and related services staff.

Once the Student Referral Form has been completed and forwarded to the VEEAP Team Coordinator, the team is called together to review student information. The composition of the core VEEAP Team results in the expansion of responsibility for decision making to include:

- Vocational education staff.
- Special education staff assigned to the vocational education setting.
- Office of Vocational Rehabilitation staff who are aware of the availability of programs and services extending beyond the parameters of school district/intermediate unit responsibility and services.

The Assessment Phase is a critical point in the decision-making process. A placement determination will require an interdisciplinary approach in comparing the handicapped student's current skills and aptitudes with the entry prerequisites of vocational education programs. The VEEAP Team has the task of making this determination by considering the following factors:

- The severity of the student's primary and secondary disabilities.
- The primary and related services required as related to those available.
- The medical or physical limitations of the student.
- The special materials and accommodations to the facility required.
- The potential of the student to achieve vocational skills.
- The scope of alternative vocational programs and services.
- The availability of OVR services to support the student's placement.

- The comparison of the student's previous vocational experiences with vocational education.
- The level of task independence demonstrated by the student.

These factors are reviewed in the first VEEAP Team Meeting with the examination of referral documentation.

At the conclusion of this meeting, the above mentioned factors are summarized on two forms: VEEAP Review and VEEAP Profile. (See pink forms at the end of this section.) Responses to these questions indicate areas where additional information is needed before a recommendation is made concerning student placement. The possible outcomes at this stage of the Assessment Phase include:

1) A recommendation to provide the student with a specific vocational placement and required support services. (In this instance, there is sufficient documentary evidence that supports the recommendation and further assessment is not required.)

2) A recommendation to assess the student for potential vocational placement. (The type of assessment required would be specified by the Team. The responsibility of performing these services may be designated to the vocational evaluator or shared with OVR.)

3) A recommendation to refer the proposed student back to the IEP Re-evaluation Team for further program development in the current school placement, or an alternative placement depending on the areas of need that must be addressed in the revised IEP.

****

STEP 4: (By VEEAP Team Coordinator)

Date received _____
Coordinator _____

___ Documentation reviewed
___ Assessment Meeting date set
Date scheduled _____
___ Assessment Meeting held
Date completed
___ VEEAP Review and VEEAP Profile forms completed
___ Status of referral determined
__ Approved for vocational placement
(go to Step 8)
__ Approved for assessment
(go to Step 5)

****

At the first VEEAP Team Meeting, skills within the VEEAP Profile are reviewed and assessed according to the student documentation which accompanied the VEEAP Student Referral Form. Skill areas that cannot be assessed from this documentation will dictate the VEEAP Team's recommendation regarding further evaluation. The Profile becomes the critical document which accompanies any of the above recommendations. If questions regarding the referred student remained unanswered, the VEEAP Team then recommends a formal evaluation to fill information gaps.

FORMAL ASSESSMENT

If further assessment is specified by the VEEAP Team, these important questions must be addressed:

- What information is needed for placement?
- What types of inventories, surveys or activities will be used?
- How will the assessment determine vocational placement?

WHAT INFORMATION IS NEEDED

The decision as to what to assess is made by the VEEAP Team when they examine student documentation, the VEEAP Review and the VEEAP Profile, all of which focus on twelve major areas of information. These skills and service areas which are used throughout the process for determining vocational placement are:

SKILLS	SERVICES
Language Arts	Special Education Needs
Quantitative/Numerical	Support Service Needs
Psychomotor/Physical	Vocational Areas
Learning Modes	Vocational Experiences
Attendance	Vocational Interests
Safety	
Task Orientation	
Classroom Participation	
Social Behavior	

In addition to the assessment recommendations from the VEEAP Team, the evaluator must carefully review all documentation to determine which areas lack

area.

Appendix I contains a work sample assessment developed by Elwyn Institutes' Vocational Program. This sample contains an Exploratory Profile and Summary for Stock Clerk and Materials Handling Training designed to correspond with the training curriculum and thus provide evaluation information specific to the vocational programs. The Profile Summary lists the sixteen areas assessed by the profile and the minimum criteria for each of the skills. For example:

Numeric Filing Part IV	___ Errors	OBJECTIVE 4: The student will numerically file 11 two-digit numbers with less than 5 errors.
Numeric Filing Part IV	___ Errors	OBJECTIVE 5: The student will numerically file 10 five-digit numbers with less than 3 errors.

If assessment instruments are developed to correspond with training areas, the staff will need to determine the standards or prerequisites for entry to specific programs. These standards may require modification as changes in instructional objectives, curricula, or expectation of outcomes are made.

HOW WILL THE ASSESSMENT DETERMINE VOCATIONAL PLACEMENT?

At the completion of the student's evaluation, the vocational evaluator will respond to questions on the VEEAP Review and VEEAP Profile. The explanatory summary reports and assessment report forms of commercial instruments used will also be attached to this summary. Assessment results are then returned to the VEEAP Team.

Once the Profile is complete, a comparison of the student's identified skills and weaknesses can be made with the prerequisites for one or more vocational training areas specified on the form, Entry Level Skills Needed for Vocational Training.(F-7,8) With these two documents the VEEAP Team can compare the student's demonstrated skills with the minimum entry level skills needed for participation. Previously identified areas of occupational interest designated by the student will be evaluated with this procedure to see if interest and prerequisite skills coincide. This same process will be repeated in other training areas to obtain a

range of possible training areas for each student.

The VEEAP Team will identify deficiencies in skills which correlate with the different vocational training areas. These deficiencies will be addressed in the development of the new IEP. As a result of completing the VEEAP Review, the VEEAP Team will have identified primary and related services, special materials, and facility adjustments that will impact on the student's performance in the program.

In completing the VEEAP Profile, the Team will identify an individual as the IEP Implementor. Since the VEEAP process results in program changes for students, the IEP Team must be included in the procedure and approve the placement recommendations. It is anticipated that the IEP Implementor will be the special education staff member who also participates in the VEEAP Team.

The VEEAP Profile represents the culmination of assessment and evaluation in relation to vocational skills. In order that the VEEAP Profile can become a positive placement tool, the VEEAP Team must develop a placement plan for each student which addresses student strengths and weaknesses as identified by the profile. This information should result in improving the integration and success of special needs students in the vocational training area.

****

STEP 5: (by Vocational Evaluator)

Date received _____
Vocational Evaluator _____

____ Documentation reviewed
____ Assessment begun - Date_____
____ Assessment completed - Date_____
____ Assessment report completed
____ Assessment report submitted
Date submitted_____

STEP 6: (by VEEAP Team Coordinator)

Date received _____

____ Review Meeting set
Date scheduled_____

____ Meeting held
Date completed_____

____ VEEAP Review and Profile completed

____ Status of referral determined
___ Recommended for vocational placement
___ Referred to current program with recommendations

____ Submitted to special education administrator
Date submitted_____

STEP 7: (by Special Education Administrator)

Date received _____

____ IEP Re-evaluation Team chairperson notified
Date completed_____

____ IEP Re-evaluation Team Meeting set
Date scheduled_____

____ Documentation submitted to IEP Re-evaluation chairperson
Date submitted_____

_____ ********** _____

VEEAP PROFILE

Student Name: _____ ID #: _____

School: _____ D.O.B.: _____

Date initiated by the VEEAP Team: _____

Date completed: _____ Evaluator: _____

AREAS OF OCCUPATIONAL INTEREST

	HI	MED	LO
Agriculture			
Automotive/Power Service			
Building Trades			
Graphics			
Food Service			
Clerical			
Manufacturing			
Child Care			
Health/Patient Care			
Horticulture			
Laundry Service			
Janitorial/Housekeeping			
_____			
_____			
_____			

Attach any exploratory summary reports and assessment records to this form.

DIRECTIONS FOR COMPLETING THE VEEAP PROFILE

The VEEAP Profile is a critical tool in the process of determining appropriate placement for special needs/handicapped students. It summarizes a student's strengths and weaknesses on selected motor, academic, social and learning skills. These skills have been identified as readiness indicators for successfully entering vocational training areas.

The VEEAP Profile is designed to be compared with scores on the Entry Level Skills Needed for Vocational Placement form which shows the minimum skills needed for entry into each separate training area. By placing the Profile next to the Entry Level Skills form, an easy assessment can be made of a student's readiness for vocational training as indicated by a comparison of level of achievement with the minimum required for a particular training area.

On the following page, complete scoring in each skill area by indicating performance level achieved as indicated by documentation or assessment. Score either with a grade equivalent or the approximate percentage.

VEEAP PROFILE

Student Name: _____ ID #: _____

CATEGORY	SCALE: 100% or G.E.	75%	50%	25%	No Skill
PSYCHOMOTOR/PHYSICAL					
Gross Motor					
Fine Motor					
Upper Body Movement					
Lower Body Movement					
Mobility					
Physical Strength					
LEARNING MODES					
Follow Written Directions					
Follow Verbal Instructions					
Follow Demonstrated Instructions					
Follow Diagrammatic instructions					
ATTENDANCE					
General Attendance					
Punctuality					
SAFETY					
Follow Safety Procedures					
Identify Safety Words/Signs					
TASK ORIENTATION					
Attitude Towards Assignments					
Endurance on Assignments					
Work Pace					
Initiative Toward Assignments					
CLASSROOM PARTICIPATION					
Supervision Required					
Recognition of Mistakes					
Reaction to Feedback					
SOCIAL SKILLS					
Peer Work Relationships					
Peer Social Interaction					
Peer Communication					
Teacher Interaction					
Personal Grooming					
LANGUAGE ARTS					
Reading, General					
Reading, Comprehension					
Alphabet Recognition					
Transcribe Information					
Communicate, Verbal					
Communicate, Written					
QUANTITATIVE/NUMERICAL					
Numerical Sequence/ Place Value					
Counts from 1 to 100					
Transcribes numbers & symbols					
Addition/Subtraction					
Multiply/Divide					
Linear Measurement					
Volume Measurement					
Liquid Measurement					
Use of Calendar & Ordinals					
Time					
Calculate Time					
Count Money					
Exchange Monetary Units					

VEEAP TEAM REVIEW

Student:_____ ID#:_____

Referring School:_____ Date:_____

Instructions: If current information is insufficient to respond to these questions, please explain what information is required and who should provide it. Use the space below each question for clarification.

( )Y ( )N 1. Can the required special education programming be provided to support a vocational placement for this student?

( )Y ( )N 2. Can necessary related services be provided to support a vocational placement for this student?

( )Y ( )N 3. Is placement restricted by medical or physical limitations?

( )Y ( )N 4. Can necessary special materials or accommodations be provided? List needed materials or accommodations to be provided:

( )Y ( )N 5. Is the current level of academic functioning sufficient for vocational placement?

( )Y ( )N 6. Is the current level of demonstrated social and personal behavior sufficient for vocational placement?

( )Y ( )N 7. Can the mode of learning used by this student be accommodated in a vocational placement?

( )Y ( )N 8. Is the student's level of task independence sufficient for a vocational placement?

( )Y ( )N 9. Has the student expressed interest or had work experience in a specific occupational area?

( )Y ( )N 10. Are services required from the Office of Vocational Rehabilitation? List services to be provided:

( )Y ( )N 11. Are services required from community agencies?

( )Y ( )N 12. Based on a review of the above categories of information, is there a basis for recommending vocational placement? Summarize:

13. Recommended vocational placement _____

14. Name of IEP Implementor _____

VEEAP Team Personnel

Members	Position
_____ (Chairperson)	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

DIRECTIONS FOR COMPLETING THE ENTRY LEVEL SKILLS NEEDED FOR VOCATIONAL TRAINING FORM

The purpose of this form is to identify minimum entry level skills within each training area. Since scoring of these entry level skills is based upon knowledge of class curriculum, the form should be completed by a vocational training instructor.

Scoring for each skill area is accomplished by filling in the required minimum level of achievement either by indicating an approximate percentage or a grade equivalent, if appropriate.

If a skill is not needed for entry into a program, this area can be left blank. If other critical skills are identified by instructors but are not listed on this form, an additional list can be created on a separate sheet of paper.

DIRECTIONS FOR COMPARISON OF THE ENTRY LEVEL SKILLS NEEDED FOR VOCATIONAL TRAINING FORM AND THE VEEAP PROFILE

Scores on this form are designed to be compared with scores on the VEEAP Profile which indicates the student's level of achievement in these same skill areas. By placing the two forms side-by-side, an easy assessment can be made of the student's readiness for vocational training. This comparison pinpoints on the student's strengths and weaknesses as related to basic skills needed for successful entry and participation.

This comparison of skills can be a useful tool in its identification of potential problem areas prior to placement so that appropriate support and curriculum adjustments can be made. One precaution with regards to setting minimum criteria needs to be mentioned so that the establishment of minimum standards in no way limits special needs/handicapped students from participating. The impact of this comparison should be a position one, where information would only be used to enhance and support student placement in training programs and program planning.

ENTRY LEVEL SKILLS NEEDED

FOR VOCATIONAL TRAINING

Vocational Area: _____

Completed by : _____ Date: _____

School: _____

CATEGORY	SCALE: 100% or G.E.	75%	50%	25%	No Skill
PSYCHOMOTOR/PHYSICAL					
Gross Motor					
Fine Motor					
Upper Body Movement					
Lower Body Movement					
Mobility					
Physical Strength					
LEARNING MODES					
Follow Written Directions					
Follow Verbal Instructions					
Follow Demonstrated Instructions					
Follow Diagrammatic instructions					
ATTENDANCE					
General Attendance					
Punctuality					
SAFETY					
Follow Safety Procedures					
Identify Safety Words/Signs					
TASK ORIENTATION					
Attitude Towards Assignments					
Endurance on Assignments					
Work Pace					
Initiative Toward Assignments					
CLASSROOM PARTICIPATION					
Supervision Required					
Recognition of Mistakes					
Reaction to Feedback					
SOCIAL SKILLS					
Peer Work Relationships					
Peer Social Interaction					
Peer Communication					
Teacher Interaction					
Personal Grooming					
LANGUAGE ARTS					
Reading, General					
Reading, Comprehension					
Alphabet Recognition					
Transcribe Information					
Communicate, Verbal					
Communicate, Written					
QUANTITATIVE/NUMERICAL					
Numerical Sequence/ Place Value					
Counts from 1 to 100					
Transcribes numbers & symbols					
Addition/Subtraction					
Multiply/Divide					
Linear Measurement					
Volume Measurement					
Liquid Measurement					
Use of Calendar & Ordinals					
Time					
Calculate Time					
Count Money					
Exchange Monetary Units					

PLACEMENT DECISION

OVERVIEW

During the Placement Phase, the VEEAP Team's recommendation will be reviewed by the IEP Team and the parent/guardian.

Results of assessment will produce a recommendation either to accept the student for vocational placement, or to refer the student back to his/her former classroom for continuation of the special education program with specified adjustments.

During the Placement Phase, the IEP Re-evaluation Team's responsibilities are:

- to review the VEEAP Team recommendation
- to determine the appropriateness of the placement recommendation

If the IEP Re-evaluation Team is in agreement with the recommendation, parent/guardian approval will be sought for the placement decision. Established IEP procedures will be followed.

****

STEP 8: (by IEP Re-evaluation Chairperson)
Date received _____
___ Documentation reviewed
___ IEP Re-evaluation Meeting held
Date completed_____
___ Status of recommendation
___Agreement with VEEAP recommendation
___Disagreement with VEEAP recommendation
___ Documentation submitted to special education administrator
Date submitted _____

STEP 9: (by Special Education Administrator)
Date received _____
___ Parent/guardian notified of placement recommendation
Date completed_____
___ Parent/guardian approval received
Date received _____
___ VEEAP Team Coordinator notified
Date completed_____
___ Submitted to VEEAP Team Coordinator
Date submitted_____

****

PROGRAM PLANNING PHASE

OVERVIEW

In the Program Planning Phase, the new IEP will be developed according to the placement recommendations of the VEEAP Team. Necessary modifications of curriculum, equipment, and/or facilities will be determined. The VEEAP Profile details the recommendation for vocational placement and finalizes the determination of the vocational training area. It supplies the IEP Implementor with sufficient information to develop the new IEP. Phelps and Batchelor (1979) point out in their publication Individual Education Programs (IEPs): A Handbook for Vocational Educators that prior to the IEP conference, a preliminary meeting should be held to review assessment information, the student's learning problems and present level of functioning. The VEEAP Profile Meeting accomplishes this recommendation within the VEEAP process.

DEVELOPMENT OF THE NEW IEP

The IEP Implementor will chair the IEP Team Meeting with staff representing the vocational education program, special education resources and related support services, the OVR counselor and the parent/guardian. The IEP will address remediation of deficiencies in entry level skills identified in the VEEAP Profile. The annual goals and short-term objectives formulated will include modification of training methods and materials required to overcome skill deficiencies and to enhance student adjustment in the vocational setting. The new IEP will include the support and related services that will be required to maintain the student successfully in the vocational training program.

MODIFICATION OF FACILITY AND CURRICULUM

Before a comprehensive placement plan can be developed, the VEEAP Team must address the needs of the student in light of the facility where he/she will be

placed as well as the content of the training curriculum. It is critical at this phase that the vocational instructor be involved in program planning so that information contained in the VEEAP Profile is translated into a workable education plan. In addition, in order to promote the student's successful integration within the training area, the following facility-related considerations must be addressed:

- Environmental safety as related to the student's particular disability
- Classroom accessibility
- Modification and adaptation of equipment

The second important consideration is the modification of curriculum which requires the involvement of the vocational resource specialist and/or the vocational instructor. Again, as dictated by the individual needs of the student which are detailed in the VEEAP Profile, modification in curriculum may include:

- Modification of long-range vocational goals
- Deletion of specific instructional units
- More detailed task analysis with specific instructional units

****

STEP 10: (by VEEAP Team Coordinator)

Date received _____

___ VEEAP Team Meeting set
Date scheduled_____

___ VEEAP Team Meeting held
Date completed_____

___ Placement plan developed

___ Program area identified

___ IEP Implementor identified

___ Submitted to IEP Implementor
Date submitted_____

STEP 11: (by IEP Implementor)
Date received _____
Implementor _____

___ Documentation reviewed
___ IEP Team notified
Date completed _____
___ Parent/guardian notified of IEP Meeting
Date completed _____
Date scheduled _____
___ IEP Meeting held
Date completed _____
___ Parent/guardian approval of IEP
___ Curriculum/facility adjustments reviewed
Date completed _____

****

IMPLEMENTATION PHASE

OVERVIEW

The Implementation Phase starts as the student begins the first day of the Vocational Training Program. All staff members who are essential to this placement have been involved in the preparation for the student during the Program Planning Phase as part of the VEEAP Team.

During the first six weeks of placement, the IEP Implementor will maintain close contact with the student and staff responsible for providing instruction and services. Adjustments to schedules and services will be made as required to stabilize the student's placement. The special education staff will provide information to the vocational education staff as needed, especially in the areas of instructional approach, adaptation of instructional materials, and modification of short-term objectives. If problems arise, the VEEAP Team may be convened at that time to address the issue.

VEEAP SIX-WEEK REVIEW

Following the initial adjustment of the student in the assigned program, a review will be scheduled by the IEP Implementor. The completed summary is submitted to the VEEAP Team Coordinator. The purpose of this review is to allow each staff member involved in the student's program to "step back" and evaluate the appropriateness of

- the placement
- vocational training area
- the annual goals
- the short-term objectives
- the special and related support services

In completing the VEEAP Six-Week Review Form, (see end of this section), the

collective evaluation of the staff will assist in the identification of further adjustments necessary to accommodate the student. If adjustments required to maintain the current program assignment are beyond the resources available to the staff, then it may be necessary for staff to recommend an alternative program. In these cases, the students would be referred back to the VEEAP Team for their review of a more appropriate placement.

If adjustments are not required or can be readily implemented, the student will continue in the program. The IEP Implementor will maintain contact with the student and the assigned vocational training staff as the IEP is reviewed each year.

****

STEP 12: (By IEP Implementor)

____ Program implemented
Date begun_____
____ Six Week Review Summary
Completed date_____
Status of review
___ Continue implementation
___ Adjust and continue implementation
___ Refer to VEEAP Team
____ Submit summary to VEEAP Team Coordinator

****

VEEAP SIX-WEEK REVIEW

Student Name: _____ ID #: _____

School: _____ D.O.B.: _____

Date of Placement: _____ Date of Review: _____

Vocational Placement: _____

IEP Implementor: _____

Summarize the student's adjustment to the assigned vocational program.

1. Have the specified annual goals and short-term objectives been initiated as part of this vocational placement? ( ) Y ( ) N

   Describe any adjustments that have been made or are required.

2. Have the required support serivces been provided? ( ) Y ( ) N

   Describe adjustments that have been made or are required.

3. Have the specified adjustments been made to the curriculum, materials and the facility? ( ) Y ( ) N

   Describe adjustments that are required.

4. Is the vocational placement appropriate? ( ) Y ( ) N

   Comments:

A P P E N D I X I

The following work exploratory assessment was developed by Southeast Pennsylvania Rehabilitation Center, Elwyn Institutes, Elwyn, PA 19063

SOUTHEAST PENNSYLVANIA REHABILITATION CENTER

WORK EXPLORATORY REPORT
STOCK CLERK AND MATERIAL HANDLING

CLIENT_____ SUPERVISOR_____ DATE_____

OBJECTIVES EVALUATED:	QUALITY	SPEED
1. Answer 16 general information questions relating to materials handling.	____	____
2. Answer 22 basic arithmetic problems including word problems.	____	____
3. Sort and count 22 business forms according to key information.	____	____
4. Numerically file 11 two-digit numbers.	____	____
5. Numerically file 10 five-digit numbers.	____	____
6. Print the alphabet.	____	____
7. Alphabetically file 10 sets of names (3 per set).	____	____
8. Identify 16 surnames.	____	____
9. Alphabetically file 12 personal names.	____	____
10. Answer 26 questions relating to selected business forms.	____	____
11. Record inventory legibly and accurately.	____	____
12. Lift and carry materials up to 50 lbs.	____	____
13. Load and transport a 4-wheeled platform truck.	____	____
14. Load and transport a 2-wheeled hand truck.	____	____
15. Stage and deliver a stock order.	____	____
16. Shelf 20 items in designated area.	____	____

SCALE:

⊕ Student demonstrated mastery of the objective.
+ Student has demonstrated ability* to meet objectives.
- Student has not demonstrated ability to meet objectives.
0 Not evaluated.

*NOTE: The phrase "has demonstrated ability" should be interpreted to mean that the person possesses the ability to meet the objective although at this time they may not have met the criteria specified.

OVERALL RATING: (Circle One)

No potential for competitive employment, within the time limits of the program.
Potential for competitive employment, needs much improvement.
Potential for competitive employment, with training.
Maximum potential for competitive employment, needs minimal improvement.
Competitive employment level.

Do you recommend this individual for training?_____

COMMENTS: (Academic needs, Problems, Difficulties, Improvements, Recommendations) _____

WORK EXPLORATORY REPORT - PAGE TWO

STUDENT _____ AREA: _____

BEHAVIOR	CONSISTENT PERFORMANCE	INCONSISTENT PERFORMANCE
1. Maintains regular attendance pattern.		
2. Maintains punctual attendance		
a.On arrival,after break,after lunch		
b.After specific job assignments		
3. Interacts with supervisor		
a. Accepts direction from supervisor		
b. Asks questions to clarify instruction		
c. Uses appropriate language		
d. Accepts constructive criticism		
4. Interacts with co-workers.		
a. Work with co-workers in manner appropriate to job responsibilities		
b. Communicates with co-workers in manner appropriate to job responsibilities		
c. Recognizes differences of opinion		
d. Accepts designated co-worker leadership		
e. Respects co-workers personal property		
f. Refrains from physical conflict		
5. Maintains proper personal grooming		
a. Wears clean clothing		
b. Wears proper clothing		
c. Evidence of regular bathing and personal hygiene		
6. Remains in work areas.		
a. Works with minimal supervision		
b. Seeks approval to leave area		
7. Adapts to job changes		
a. Accepts new assignments		
8. Performs work skills adequately		
a. Operates equipment by method taught		
b. Performs tasks following instruction		
c. Persists at work until complete		
d. Performs tasks in sequence taught		
e. Organizes assigned tasks		

COMMENTS PERTAINING TO WORK RELATED BEHAVIORS: _____

Date _____ Evaluator _____ Reviewer _____ Reviewer _____

Consistent Performance - regular demonstration of expected behavior
Inconsistent Performance - the demonstration of the expected behavior is

SUMMARY OF EXPLORATORY PROFILE

STOCK CLERK AND MATERIAL HANDLING TRAINING

General Information Part I	____ ERRORS	OBJECTIVE 1 Given 16 general information questions relating to materials handling, the student will answer them with less than 8 errors.
Arithmetic Part II	____ ERRORS	OBJECTIVE 2 Given 22 basic arithmetic problems, the student will solve them with less than 11 errors.
Sorting and Counting Skills Part III	____ ERRORS	OBJECTIVE 3 Given 22 business forms the student will answer 13 questions by sorting and counting according to key information with less than 7 errors.
Numeric Filing Part IV	____ ERRORS	OBJECTIVE 4 The student will numerically file 11 two-digit numbers with less than 5 errors.
Numeric Filing Part IV	____ ERRORS	OBJECTIVE 5 The student will numerically file 10 five-digit numbers with less than 3 errors.
Alphabetic Filing Part V	____ ERRORS	OBJECTIVE 6 The student will legibly print the alphabet with less than 3 errors.
phabetic Filing Part V	____ ERRORS	OBJECTIVE 7 Given 10 sets of names (3 per set) the student will alphabetically file them with less than 4 errors.
Alphabetic Filing Part V	____ ERRORS	OBJECTIVE 8 Given 16 names, the student will underline the surname of each with less than 8 errors.
Alphabetic Filing Part V	____ ERRORS	OBJECTIVE 9 Given 12 personal names, the student will alphabetically file them with less than 6 errors.
Reading Business Forms Part VI	____ ERRORS	OBJECTIVE 10 The student will answer 26 questions relating to selected business forms with less than 13 errors.
Recording Part VII	____ ERRORS	OBJECTIVE 11 The student will record the data of inventory items, legibly and accurately with less than 10 errors.
Lifting and Carrying Part VIII	____ %	OBJECTIVE 12 Using proper lifting techniques, the student will lift and carry materials weighing up to 50 lbs. with 100% accuracy.

Loading and Transporting Part IX	____ %	OBJECTIVE 13 The student will load and transport a 4-wheeled platform truck to a designated area with 100 % accuracy.
Loading and Transporting Part IX	____ %	OBJECTIVE 14 The student will load and transport a 2-wheeled hand truck to a designated area with 100% accuracy.
Staging an Order Part X	____ %	OBJECTIVE 15 Given a supplies requisition, the student will stage the order for hand delivery with 100% accuracy.
Stocking Items Part XI	____ %	OBJECTIVE 16 Given the necessary equipment and supplies, the student will stock shelves with 20 items with 100% accuracy.

SOUTHEAST PENNSYLVANIA REHABILITATION CENTER

STOCK CLERK/MATERIALS HANDLING

EXPLORATORY TEST

PART I: GENERAL INFORMATION

DIRECTIONS: Circle the best answer.

1. A stock clerk receives and issues

   a. mail
   b. stock
   c. telephone calls

2. A stock clerk works

   a. in an office
   b. outdoors
   c. in a warehouse or stockroom

3. Inventory means

   a. a record of stock issued and received
   b. finding the price of stock
   c. delivering an order

4. Receiving means

   a. bringing stock in
   b. sending stock out
   c. counting how much stock you have

5. Shipping means

   a. bringing stock in
   b. sending stock out
   c. counting how much stock you have

6. How would you deliver a refrigerator

   a. mail it
   b. move it by truck
   c. carry it

7. How many workers would it take to deliver a typewriter?

   a. 1 person
   b. 2 people
   c. 6 people

PART 1 -Continued

8. How many workers would it take to deliver an office desk?

   a. 1 person
   b. 2 people
   c. 6 people

9. Which of the three choices below is the correct way to order paper clips?

   a. 4 boxes of paper clips
   b. 4 paper clips
   c. 4 gallons of paper clips

10. Which of the three choices below is the correct way to order eggs?

   a. 7 eggs
   b. 7 dozen eggs
   c. 7 gallons of eggs

11. Which of the three choices below is the largest amount of paper?

   a. 14 sheets of paper
   b. 2 cases of paper
   c. 3 pads of paper

12. Check the items below that describe what a stock clerk might do on the job.

   ____ use a cash register
   ____ count things
   ____ use an adding machine or calculator
   ____ lift boxes
   ____ help unload a truck
   ____ type a letter
   ____ weigh things
   ____ replace light bulbs
   ____ wrap boxes for shipment
   ____ sort the mail for a company
   ____ file papers

PART 1 Continued

13. Stock clerks wear hard shoes

    a. to protect their feet
    b. because they look nice
    c. to walk fast

14. Which weighs more?

    a. 3 cases weighing 50# each
    b. 6 cases weighing 20# each
    c. 25 cases weighing 5# each

15. Which of the three choices below is a safety hazard?

    a. 5 cases stacked on the shelf
    b. an empty box on the floor where people walk
    c. a handtruck properly loaded with heavy cartons

16. If you are going to be late for work, what is the best thing to do?

    a. forget about it and go back to bed
    b. go to work without calling
    c. call as soon as possible, then go to work

PART 2: ARITHMETIC

DIRECTIONS: Do the following problems.

3	12	18	321	586
+ 5	+ 26	+ 25	+ 492	+ 729
7	26	45	384	821
- 3	- 12	- 16	- 275	- 365
5	12	36	185	392
x 2	x 3	x 5	x 26	x 84

6 ÷ 2= 16 ÷ 8= 24 ÷ 12= 135 ÷ 3=

Each pen costs $.25. How many do 5 pens cost? _____

150 folders are in stock. 25 more have been ordered. How many are there in all? _____

70 batteries are in stock. Someone ordered 12.How many are left? _____

PART 3: COUNTING SKILLS

DIRECTIONS: Answer the questions below.

1. Count the number of stars below. How many are there? _____

   * * *

2. Count the number of stars below. How many are there? _____

   * * * * * * * * * * * *

3. Count the nubmer of stars below. How many are there? _____

   *

Ask your supervisor for the forms to use for the next 15 questions.

4. How many forms are there in all? _____

Separate the forms by department. How many are there for each of the departments listed below?

5. _____Education
6. _____Personnel
7. _____Sales
8. _____Accounting
9. _____Training

Separate the forms by month. How many forms are there for each of the months listed below?

10. _____January
11. _____February
12. _____March
13. _____April
14. _____May

Separate the forms by room number. How many forms are there for each of the room numbers listed below?

15. _____Room 205
16. _____Room 207
17. _____Room 208

PART 4: NUMERIC FILING

1. Arrange the following numbers in numeric order.

94	_____
56	_____
60	_____
67	_____
81	_____
88	_____
92	_____
75	_____
71	_____
65	_____
50	_____

2. Arrange the following numbers in numeric order.

11,620	_____
89,010	_____
42,929	_____
14,293	_____
92,310	_____
99,999	_____
42,953	_____
14,816	_____
93,106	_____

3. Check which number is the <u>smallest</u> for each group. Circle the answer.

86	35	136	596	743
12	14	92	812	741
42	09	342	130	742

4327	5430	4516	98772	43214
906	6211	746	98764	43241
2774	8742	3040	98722	43240

PART 5: ALPHABETIC FILING

1. Print the alphabet.

2. Check which name would be filed first for each set.

____ Wilson, Harold	____ Anderson, Robert
____ Endl, James	____ Beck, Gerald
____ Adams, Paul	____ Downs, Scott
____ Frank, Mary	____ Peters, John
____ Franks, Bertha	____ Anderson, Thomas
____ Falk, Robert	____ Roe, James
____ Reitz, Michael	____ Ashburn, Gregg
____ Reitz, David S.	____ Astelle, John
____ Reitz, Ronald	____ Arnold , Wayne
____ Baker, Mary T.	____ Kelm, Charles
____ Baker, Milton	____ Keller, Roy
____ Baker, Mary W.	____ Kelley, Alice
____ Howland, Carol	____ Hopkins, Alice
____ Howe, William	____ Hoppers, Charles
____ Howland, Joseph	____ Hopkins, Frank

PART 5: Continued

DIRECTIONS: Underline the last name of each person.

Richard Glau	Fischer, Susan
Kathy Schicker	Ellen Gottlieb
Corbett, Susan R.	Mary T. Spangler
Jean Franke	Zingen, Ron
Brandel, Bill	Lidicker, John A.
Nodolf, William	Jim Bill
John DiPiazza	Harold Marion
Goodman, David G.	Frank F. Culverson

DIRECTIONS: Arrange the following names in alphabetic order.

Jeff Mason _____

Lucy Jones _____

Fischer, Kathy _____

Mike Nestor _____

Prouty, David _____

Adams, Hugh _____

Sue Ross _____

Betty Cass _____

Timm, Ed _____

Ben Gross _____

Watson, Judy R. _____

Paul S. Benson _____

PART 6: READING BUSINESS FORMS

DIRECTIONS: Use this form to answer the questions below.

TALLY SHEET

Stock Number 12142

Name FOLDERS

Location: Aisle 4

Bin 6

Count 270

Unit each

Counted By Stan Smith

Date 5-12-78

1. What is the name of the items? _____
2. If someone asked for 100 folders, would you have enough to give him? _____
3. If someone asked for 300 folders, would you have enough to give him? _____
4. When were the folders counted? _____
5. Are folders located in Aisle 3 ? _____
6. Does this Tally Sheet tell you how many boxes of paper are in stock? _____

PART 6: Continued

DIRECTIONS: Use this catalog page to answer the questions at the right.

IRISH EARTHENWARE

CATALOG NO.	DESCRIPTION	LIST PRICE
801	16-piece Starter Set Special	$19.95
802	5-piece Place Setting	7.95
803	Dinner Plate 10"	2.25
804	Dessert Plate 8"	1.75
805	Bread and Butter Plate 6½"	1.25
806	Teacup	1.75
807	Tea Saucer	0.95
808	Soup/Cereal Bowl 7"	1.50
809	Lugged Soup 4½"	2.20
810	Breakfast Cup 12 oz.	2.25
811	Breakfast Cup Saucer	1.00
812	Coffeepot	13.50
813	Teapot	9.95
814	Sugar	3.95
815	Creamer	3.50
816	Platter Oval 13"	6.00
817	Platter Oval 15"	8.95
818	Vegetable Bowl 9"	4.95
819	Casserole Covered	12.50
820	Sauceboat w/Stand	3.00
821	Butter Dish Covered	4.50
822	Cruet for Oil/Vinegar	3.95
823	Tray Set (Salt-Pepper-Mustard)	6.50
824	Salt Shaker only	1.50
825	Pepper Shaker only	1.50
826	Cigarette Urn	1.30
827	Ashtray	2.50

1. What is the catalog number of the following:

_____ Teacup

_____ Teapot

_____ 15" Oval Platter

_____ 10 " Dinner Plate

_____ Bread & Butter Plate

2. What is the price of #819? _____

3. What is the price of #802? _____

4. What is the price of a Salt Shaker? _____

5. What is the price of a tea saucer? _____

6. How much would two breakfast cup saucers cost?

_____

A - 14

PART 7: PENMANSHIP

1. Print these words.

Stock _____

Receiver _____

Warehouseman _____

Endust _____

United Parcel Post _____

No. 325 Souffle Cups _____

2. Write these words.

Truck _____

Reguisition _____

Backorder _____

Scotch Brite _____

No. 377-06 Fornap Napkins _____

3. Copy these numbers.

10 _____

15.60 _____

$286 _____

159.78 _____

23,202 _____

456,086,845 _____

PART 7: Continued

DIRECTIONS: Fill in the blank form by copying the information shown on the top form.

Manufacturer's Name JARREN Part No. 12-142

Name FOLDERS

DATE	BY	EXPLANATION	IN	OUT	BAL.	LOCATION
					200	Aisle 4
5-25	RC	SR 1006		40	100	Bin 6
4-14	RC	SR 1023		50	130	
4-20	RC	SR 1029		35	95	
5-2	RC	PO A5236	200		295	Quantity
5-12	RC	SR 1041		10	185	Control
5-13	RC	SR 1053		100	185	Min. 100
5-15	RC	SR 1069		100	85	Max. 300
5-15	RC	PO A5243	200		285	
5-20	RC	SR 1084		50	235	

Manufacturer's Name _____ Part No. _____

Name _____

DATE	BY	EXPLANATION	IN	OUT	BAL.	LOCATION
						Aisle
						Bin
						Quantity
						Control
						Min.
						Max.

PART 8: SPECIFIC WORK SKILLS

1. Lifting

MAXIMUM LEFT HEIGHT

OBJECT	KNEE	WAIST	CHEST	HEAD	OVER HEAD
Bx. Ditto Paper (50#)					
Bx. #33 Liners (30#)					
Cs. Tray Plates (24#)					
Cs. Savin Copier (17#)					
Bx. Tempera Paint (13#)					

Comments:

_____

2. Platform Truck (Rate Excellent, Good, Fair, Poor).

_____ Light Load (6 cs. paper towels)

_____ Average Load (10 cs. paper towels)

_____ Heavy Load (10 Cs. paper towels: 2cs toilet paper)

3. Hand Truck (Rate Excellent, Good, Fair, Poor).

_____ Light Load (2 cs ditto paper)

_____ Average Load (3 cs. ditto paper)

_____ Heavy Load (4 cs. ditto paper)

4. Filling Orders-Finding Items (Student should use evaluation order for:

_____ Number of items correctly located (20 possible)

_____ Number of items accurately counted.

_____ Lapsed time to fill order. _____Time Started

_____Time Ended

PART 8: Continued

5. Storage in Designated Areas (Student should use specially prepared instruction sheet and numbered storage drawers).

12 #2 Pencils
12 Speed Erasers
12 Medium blue pens
6 Boxes thumb tacks
2 3/4" Black mystic tape
50 Paper clips

_____ Number of items stored properly in proper drawer and counted correctly.

_____ Lapsed time to fill order _____ Time Started

_____ Time Ended

OBSERVATIONS AND COMMENTS ON PARTS 1 THRU 8

A P P E N D I X I I

Special Thanks to the Materials Development Center, University of Wisconsin-Stout, Menomonie, Wisconsin, for permitting the following chart to be reprinted as part of the VEEAP Handbook.

Outline	Career Hester	McCarron-Dial	Micro-TOWER
1. Development			
a. Sponsor	Edward Hester	McCarron & Dial	ICD Rehabilitation & Research Center
b. Target Group	all intelligence levels, physically disabled normal populations	mentally retarded, mentally ill, learning disabilities	general rehabilitation population
c. Basis of System	DOT	5 neuropsychological factors	DOT
2. Organization			
a. Number of Work Samples	39 test scores	17	13
b. Grouping of Work Samples	each independent	grouped into 5 factors	5 groups of general aptitudes
c. Manual	contains all system details; computer printed	4 manuals; very detailed	general manual, separate manual for each work sample contains all system details
3. Physical Aspects			
a. Packaging of Work Samples	some individually packaged	5 separate briefcase-like kits	each work sample packaged separately
b. Durability	estimate fairly durable	not applicable	durable
c. Expendable Supplies	staples and paper	no consumable materials used	wire only
d. Replacement	supplies locally, parts from distributor	must be ordered from manufacturer	all forms locally if desired
4. Work Evaluation Process			
a. Preliminary Screening	not required	client interview	not required
b. Sequence of Administration	no specified order	in order by factors	discretion of evaluator
c. Client Involvement	little during testing	encouraged	extensive client involvement
d. Evaluation Setting	formal testing setting	formal testing and workshop	combination of formal testing and counseling
e. Time to Complete Entire System	5 hours	2 weeks recommended	15-20 hours

SOURCE: A COMPARISON OF COMMERCIAL VOCATIONAL EVALUATION SYSTEMS, Second Edition, Karl F. Botterbusch, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751, 1982.

OA/ES	JEVS	Prep	Valpar #17
Individualized Rehabilitation Programs	U.S. Department of Labor	Prep, Inc.	Valpar International
industrially disabled	initially for disadvantaged	manpower, secondary education, and special needs	mentally retarded
U.S. Labor Dept. Publications	DOT	15 career systems of USOE	not specified
11 tests; 9 work samples	28	27	11 assessment techniques using different formats
by aptitude, interest, physical capacity scale and work sample	12 Work Groups	each is independent	5 areas
3 manuals, omits many system details	contains all system details	general manual and separate manual for each work sample, contains all details	general manual; separate manual for each area; contains all details
packaged as a group	each work sample packaged separately	each separately packaged in a portable container	each of the 5 areas packaged separately
estimate durable	very durable	durable	very durable
forms, wire and solder	paper, fabric, string	wood, sheet metal, wire, etc.	no consumable materials
tests from publishers; parts locally	most purchased locally	supplies locally	forms ordered from developer or locally reproduced
not required	not required	not required	not specified
no specified order	progressive from least to most complex	any order	any order
little during testing	some	extensive client involvement	considerable
formal testing setting	realistic work setting stressed	classroom atmosphere	not specified
4 hours without work samples	6-7 days	average - 2 hours per work sample	5½ hours

Outline	Career Hester	McCarron-Dial	Micro-TOWER
5. Administration			
a. Procedures	specified in detail	specified in detail	specified in detail
b. Method of Instruction Giving	oral and demonstration	oral and demonstration	audio cassette, evaluator demonstrations
c. Separation of Learning/Performance	not applicable	not applicable	stressed, almost total
d. Providing Assistance to Client	no assistance after timing begins	little assistance provided	no assistance after timing begins
e. Repeating Work Samples	if necessary, after two weeks	if necessary	not specified
6. Scoring and Norms			
a. Timing	evaluator times client	evaluator times client	cassette tape
b. Timing Interval	varies with type of test	specified time limits	specified time for each work sample
c. Time Norms	no spearate time norms given	some separate time norms	no time norms used
d. Error Scoring	no separate error scores given	compared to standards	number completed; pieces correct
e. Scoring Aids	some use	not used	some use
f. Quality Norms	not used in testing	combined with time norms for overall score	rated on 5 point scale
g. Emphasis in Scoring	time to completion or number of responses	quality	emphasis on quality
7. Observation of Clients			
a. Work Performance	Because the Career Hester uses psychological and psychophysical tests, no behavior observations are made, except for estimates on the people functions	factors identified	no specific factors defined
b. Work Behaviors		clearly defined	5 work behaviors listed
c. Recording System		2 separate instruments used	none
d. Frequency of Observation		2 hours for 5 days	frequent observations expected
8. Reporting			
a. Forms	standardized forms for all phases	standardized forms for all areas	standardized forms for all phases
b. Final Report Format	computer generated report lists specific jobs and other data	profile of results and recommendations; computerized report	3 separate forms used to report different results

SOURCE: A COMPARISON OF COMMERCIAL VOCATIONAL EVALUATION SYSTEMS, Second Edition, Karl F. Botterbusch, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751, 1982.

OA/ES	JEVS	Prep	Valpar #17
omits many details	specified in detail	specified in detail	specified in detail
oral and reading	oral and demonstration	audiovisual	oral, oral and demonstration or oral and demonstration with a sample; some audiovisual
not relevant	minimal	minimal	minimal
not specified	assistance lowers score	little assistance after timing begins	not specified
discretion of evaluator	not recommended	client request	strongly recommended
evaluator times client	client uses time clock	evaluator times client or client times self	only one time score used on entire system
varies with type of test	from end of instructions to completion of task	duration of work sample	preset for the one task
not used	rated on 3 point scale	no separate time norms	used only for one task
incorrect answers marked	random check, compared to standards	compared to standards	except for one area number of correct responses
computer scored	minimal use	some use	not used
no separate quality norms	most rated on a 3 point scale	acceptability ratings	based on total points
number of correct responses	time and quality given equal weight	quality	number of correct responses
not used	16 specific; 4 general factors specified	no factors recorded	no factors listed
9 used	clearly defined	some factors defined	some specific areas defined
5 point rating scale	3 point rating scale	3 point rating system	3 point rating scale
not specified	extensive observation	not specified	not specified
standardized forms for all phases	standardized forms for all phases	standardized forms for all phases	standardized forms for recording and scoring
computer printout and work sample summary of results	standardized format recommends Work Groups	narrative summary; standardized format	not used; depends upon facility

Outline	Career Hester	McCarron-Dial	Micro-TOWER
9. Utility			
a. Vocational Exploration	little use to client	little use to client	some direct client use
b. Vocational Recommendations	completely related to DOT	1 of 5 program areas are recommended	related to DOT
c. Counselor Utilization	designed for counselor's use	disability determination	designed for counselor use
10. Training in the System			
a. Training Required	yes	yes	no
b. Training Available	yes	yes	yes
c. Duration	1 day	3 days	2 or 3 days
d. Follow-up	available	not required	not specified
11. Technical Considerations			
a. Norm Base	little information available	several groups of disabled clients	19 different norm groups
b. Reliability	test-retest reliabilities high	high .80's; low .90's	adequate data in manuals; high reliabilities
c. Validity	manual contains very little data	considerable data in manuals; separate studies in literature	construct concurrent validity reported

SOURCE: A COMPARISON OF COMMERCIAL VOCATIONAL EVALUATION SYSTEMS, Second Edition, Karl F. Botterbusch, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751, 1982.

OA/ES	JEVS	Prep	Valpar #17
some use to clients	limited use	extensive occupational information given to client	some direct client use
occupational group; from DOT	highly related to the DOT	specific jobs and groups of jobs	largely dependent upon user
designed for counselor use	orientated toward counselor	designed for client self-interpretation	results of each specific task designed for counselor usage
yes	yes	no	no
yes	yes	yes	yes
1 week	1 week	3 - 5 days	1 day or more
available	1 technical assistance visit	yes	as requested by user
231 working adults	1100 clients	student norms on work samples	"research norms"
test-retest reliabilities given	no data available	no data available	no data available
no data presented	no recent data are available	content validation only	no data available

Outline	SAGE	TAP	TOWER
1. Development			
a. Sponsor	Train-Ease Corporation	Talent Assessment Programs	Vocational Rehabilitation Administration
b. Target Group	students; disadvantaged borderline mentally retarded	mental levels above trainable mentally retarded	physically and emotionally disabled
c. Basis of System	DOT	DOT and GOE	job analysis of possible jobs for disabled
2. Organization			
a. Number of Work Samples	14 tests, inventories and work samples	10	93
b. Grouping of Work Samples	4 areas	each is independent	14 training areas
c. Manual	separate manual for each section; all system details given	single manual; contains all system details	single manual; some details not provided
3. Physical Aspects			
a. Packaging of Work Samples	all hardware packaged individually	all individually packaged	Because ICD does not sell hardware, each facility must construct their own. This section is not relevant for TOWER
b. Durability	appears durable	extremely durable	
c. Expendable Supplies	no consumables except forms	no consumable materials	
d. Replacement	from distributor	locally or from distributor	
4. Work Evaluation Process			
a. Preliminary Screening	not required	not specified	emphasized for planning
b. Sequence of Administration	discretion of evaluator	8 of the work samples can be given in any order	progressive within 14 areas
c. Client Involvement	little during testing	discretion of evaluator	not specified
d. Evaluation Setting	formal testing	not specified	realistic work setting stressed
e. Time to Complete Entire System	4 hours	2½ hours	3 weeks

SOURCE: A COMPARISON OF COMMERCIAL VOCATIONAL EVALUATION SYSTEMS, Second Edition, Karl F. Botterbusch, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751, 1982.

Valpar	Singer	VIEWS	VITAS
Valpar International	Singer Educational Division	Philadelphia JEVS	Manpower Administration
general population, industrially injured worker	special needs population	mentally retarded	educationally and culturally disadvantaged
trait and factor	groups of tasks in related jobs	DOT	DOT; GOE
16	24	16	21
each is independent	each is independent	4 Worker Skill Groups	16 Work Groups
separate manual for each work sample; most material detailed	single evaluators manual; very detailed	very detailed	detailed
all individually packaged	each self-contained in a carrel	most individually in portable plastic cabinets	each packaged separately
very durable	expect some problems	very durable	very durable
few consumable supplies used	wood, wire, chemicals	paper, string, fiberboard	paper, string, sheet metal
order from developer	supplies locally or through Singer	all replacement parts from developer	supplies locally; parts from developer
not required	not required	not required	not specified
discretion of evaluator	discretion of evaluator	progressive from least to most complex	progressive from least to most complex
minimal	considerable client involvement	extensive client involvement	considerable client involvement
classroom or work place	classroom atmosphere	realistic work setting stressed	realistic work setting stressed
estimate about 1 hour per work sample	2½ hours per work sample	20 to 35 hours	15 hours

Outline	SAGE	TAP	TOWER
5. Administration			
a. Procedures	most specified in detail	specified in detail	some specified in detail, except layout
b. Method of Instruction Giving	self-administered or by oral instructions	oral and demonstration	written and demonstration
c. Separation of Learning/Performance	clear separation	some	not specified
d. Providing Assistance to Client	not specified	none	not specified
e. Repeating Work Samples	permitted if invalid results suspected	encouraged for upgrading	encouraged for upgrading
6. Scoring and Norms			
a. Timing	electric and electronic timing devices	evaluator times client	evaluator times client
b. Timing Interval	specified period of time for each task	from end of instructions to completion of task	from end of instructions to completion of task
c. Time Norms	converted to 5 or 6 point scales	actual time recorded; some have error penalties	rated on 5 point scale
d. Error Scoring	not relevant - errors not recorded	errors on some tests incorporated into time scores	compared to standards
e. Scoring Aids	extensive use	not used	extensive use
f. Quality Norms	not relevant	some combined with time norms for overall score	rated on 5 point scale
g. Emphasis in Scoring	only number of correct responses are recorded	time	time and quality given equal weight
7. Observation of Clients			
a. Work Performance	no behavioral observational data are collected at present	no factors defined	only one factor defined
b. Work Behaviors		no factors defined	a few listed in final report
c. Recording System		no rating method used	5 point rating scale
d. Frequency of Observation		not specified	not specified; frequent observations assumed
8. Reporting			
a. Forms	standardized forms for all phases	two standardized forms	standardized form for all phases
b. Final Report Format	profile of results on each area; no narrative report	profile of results on specific jobs given	narrative report using standardized outline and ratings

Valpar	Singer	VIEWS	VITAS
specified in detail	specified in detail	specified in detail	specified in detail
oral and demonstration; some reading	audiovisual	oral and modeling, flexibility to use a variety of techniques stressed	oral and demonstration
8 work samples have formal practice periods	little	almost total; well established criteria	no separation
not specified	checkpoints built in	little assistance after timing begins	minimum assistance
evaluator's decision	at request of client	repeated if considered necessary	not recommended
evaluator times client	evaluator times client	evaluator times client	evaluator times client
from end of instruction to completion of task	varies with each work sample	after task is learned to completion	after instructions until task completed
actual time recorded; results in percentiles; MTM	based on number of minutes to completion	rated on 3 point scale; also MODAPTS	rated on 3 point scale
scored separately and combined with time scores	compared to criteria	compared to standards	compared to standards
some use	some use	some use	extensive use
separate norms; percentiles; MTM	5 point scale or subtracted from time score	rated on 3 point scale	rated on 3 point scale
weighed combination of time and errors	time and errors given equal weight	time and errors given equal weight	time and errors given equal weight
no factors defined	20 factors defined	10 factors defined	9 factors defined
17 factors defined	none listed	clearly defined	several general factors defined
5 point rating scale	none used for behaviors - records actual observations	specific behaviors reported	specific behaviors reported
not specified	not specified	extensive	almost constant observation stressed
separate form for each work sample	standardized forms for all phases	standardized forms for all phases	standardized forms used for all phases
none used; independent work samples	no format given; includes description of contents	standard format containing behavior data and recommended Worker Trait Groups	standardized format; stresses Worker Trait Groups

Outline	SAGE	TAP	TOWER
9. Utility			
a. Vocational Exploration	very limited use	limited use	exposure to a variety of work areas
b. Vocational Recommendations	lists job titles and DOT codes	related to specific jobs	limited to jobs related to work areas
c. Counselor Utilization	dependent upon user	orientated toward counselor	orientated toward counselor
10. Training in the System			
a. Training Required	no	yes	yes
b. Training Available	yes	yes	yes
c. Duration	1 day	1½ days	2 weeks
d. Follow-up	available	as needed	no
11. Technical Considerations			
a. Norm Base	high school students, adults	7 different norm groups	clients
b. Reliability	test-retest; reasonably high	.85 coefficient of stability	no data available
c. Validity	data presented in manual	no data available	equivocal results

SOURCE: A COMPARISON OF COMMERCIAL VOCATIONAL EVALUATION SYSTEMS, Second Edition, Karl F. Botterbusch, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751, 1982.

Valpar	Singer	VIEWS	VITAS
limited use	extensive information given to client	little use to client	little use to client
depends upon use in facility	dependent upon user	related to DOT	related to DOT and supportive services
cannot be specified	dependent upon user	orientated toward counselor	aimed at counselor
no	no	yes	yes
yes	yes	yes	yes
as needed	2 day, 1 or 2 weeks	1 week	1 week
available	available	1 technical assistance visit	1 technical assistance visit
6 different norm groups; MTM norms	clients, employed workers, MTM	452 mentally retarded MODAPTS	600 CETA clients
data available; cannot be assessed	test-retest .61 and .71	no data available	no data available
no data available	mostly content	no data available	no data available

Outline	Brodhead-Garrett	WREST	WSD
1. Development			
a. Sponsor	Brodhead-Garrett	Jastak Associates	Attainment Co.
b. Target Group	handicapped and disadvantaged	severely disabled - mentally and physically	severely "mentally disabled persons"
c. Basis of System	not specified	not specified	3 basic prevocational skills
2. Organization			
a. Number of Work Samples	18 work samples - Phase I	10	20
b. Grouping of Work Samples	3 Phases - Phase I - sorting, assembly, and salvage	each work sample is independent	function and difficulty
c. Manual	separate manual for each phase. Phase I lacks many details	well organized manual; contains all details	single manual; most system details given
3. Physical Aspects			
a. Packaging of Work Samples	Phase I - packaged in large wooden cabinet	system packaged in wood cabinet	each work sample packaged individually
b. Durability	very durable	durable	durable
c. Expendable Supplies	Phase I-- minimal amount	mostly paper products	forms and plastic bags
d. Replacement	assumed to be from local sources	from developer	extras provided; also order from developer
4. Work Evaluation Process			
a. Preliminary Screening	not required	not required	not specified
b. Sequence of Administration	discretion of evaluator	discretion of evaluator	by difficulty
c. Client Involvement	assume fairly high degree of involvement	clients told purpose and use of results	not specified
d. Evaluation Setting	mostly classroom	formal testing setting	classroom and work activity level
e. Time to Complete Entire System	reviewer estimates Phase I in 1 week	1½ hours	not relevant - training stressed

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Outline	Brodhead-Garrett	WREST	WSD
5. Administration			
a. Procedures	not specified	specified in detail; can be group administered	specified in detail
b. Method of Instruction Giving	oral & demonstration	oral & demonstration	modeling & oral
c. Separation of Learning/Performance	some	considerable	minimal
d. Providing Assistance to Client	not specified	none given after timing starts	discretion of the evaluator
e. Repeating Work Samples	permitted to correct excessive errors	encouraged for upgrading	repeated for upgrading
6. Scoring and Norms			
a. Timing	evaluator times client	evaluator times client	not specified
b. Timing Interval	from end of practice to completion of task	from end of instructions for a specified period of time	not specified
c. Time Norms	reported on 3 point scale	time to completion; compared to scaled scores	MTM norms
d. Error Scoring	not specified	compared to standards	compared to standards
e. Scoring Aids	not used	not used	not used
f. Quality Norms	no spearate quality norms	all errors totaled for a single quality score	percentage of errors
g. Emphasis in Scoring	time and quality given equal weight	time	time and accuracy given equal weight
7. Observation of Clients			
a. Work Performance	no factors defined	no factors defined	no factors mentioned
b. Work Behaviors	36 defined	10 defined in general terms	no factors mentioned
c. Recording System	5 point scale	scale from 1 to 18	no rating system used
d. Frequency of Observation	not specified	not specified	not specified
8. Reporting			
a. Forms	standardized forms for recording scores and work behaviors	standardized form for recording performance	standardized form for recording performance
b. Final Report Format	4 page final report, topic headings	numerous examples given in manual	used mostly for training; no report format used

Outline	Brodhead-Garrett	WREST	WSD
9. Utility			
a. Vocational Exploration	extensive, especially with Phase II	limited use	mainly prevocational training device to teach basic skills in assembly, discrimination and packaging
b. Vocational Recommendations	by job area	not specified	
c. Counselor Utilization	not specified	not specified	
10. Training in the System			
a. Training Required	none	none	yes
b. Training Available	yes	none	yes
c. Duration	2 days to 1 week	not applicable	1 day
d. Follow-up	as needed	not applicable	yes
11. Technical Considerations			
a. Norm Base	no data available	3 major groups; characteristics well defined	MTM
b. Reliability	no data available	test-retest coefficients in .80's and .90's	no data available
c. Validity	no data available	correlations between scores and supervisor's ratings .86 and .92	no data available